

Valley Oaks School
Handbook
for Secondary
Students
&
Parents



phone: (707) 778-4794
Handbook online: www.ValleyOaksSchool.org

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Valley Oaks School Secondary Student/Parent Handbook

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# WELCOME TO VALLEY OAKS!

**Dear Valley Oaks Community,**

As Principal of Valley Oaks School, it is my great pleasure to welcome you! VOS enjoys a solid reputation as a place of learning where the individual is celebrated and allowed to flourish. We recently received a six-year accreditation by the Western Association of Schools and Colleges! This accreditation not only validates Valley Oaks School and the professionalism that is fostered here but also it validates your education and the work that you do! This is a great milestone for all of us.

This *Handbook for Secondary Students and Parents* is intended to help both students and parents understand how Valley Oaks School works at the secondary (grades 7-12) level. You will learn more about our procedures as you read this *Handbook* carefully.

Valley Oaks School supports students to approach learning from an authentic and fresh start! We are a small school where all students are accepted and valued. There is nothing greater than watching our students excel and embrace learning as a meaningful and life-long skill. With this said, it is essential that every student understand that it is their responsibility to ***turn in original work only***. The flexibility and freedom of independent study requires ***a responsible learner who is willing to take the risk to be original***.

Students at VOS have many opportunities for involvement. I urge you to encourage your son and daughter to get involved in extra curricular or co-curricular activities. Valley Oaks students have the opportunity to take courses, participate in clubs and sports at Petaluma High School or at Casa Grande High School, and take SRJC courses.

Communication is an essential component of our school. This Handbook contains up-to-date information on opportunities for students. Our newsletter highlights recent activities and informs you of upcoming events and activities. Our website is up and running. Visit our website at [www.ValleyOaksSchool.org](http://www.ValleyOaksSchool.org). Information is updated regularly.

As parents, I invite you to become part of the continuing tradition of strong parental involvement with our school. There has never been a better time for you to partner with us! Your input, feedback, and perspectives are extremely valuable. Some of our most incredible success stories could not have happened without strong family support and involvement. Parental involvement is very important for the success of Valley Oaks students. Success in independent study requires the **active participation of student, teacher, and parent!** In the comprehensive schools, students have daily contact with and supervision by teachers. Students in independent study need parental support, especially at the start. Some students who do very well in the classroom have trouble working independently, while some students who did not do well in a traditional classroom flourish when given the responsibility and opportunity to work independently. We want all our students to be successful!

To help the student be successful, both the student and parent/guardian should review this handbook and questions should be noted. Please note that the *Responsibilities Agreement*, which is part of the New Student Packet, is to be signed and returned at the student's first appointment. In addition, we are expecting all students to sign an agreement to turn in original work only. This will ensure that all students understand that it is mandatory and essential for their work to be theirs and only theirs. Further, this will secure that our students are performing at their ability level and help our teachers teach them accordingly.

We strongly encourage parents to attend at least the first 2 appointments with the teachers.

Parents are also invited to become active at Valley Oaks by attending Site Council meetings, and serving on various committees and task forces. Watch for information mailed to you in our newsletter and posted on our website.

We are very pleased that you have chosen to attend Valley Oaks. We are confident that you will love our independent study school. Take care and all the best.

**David Putney, Principal**

## **Academic Honesty**

It is important that all students understand the importance of Academic Honesty. Valley Oaks School can provide a quality education when the student participates completely and originally. When our students turn in original work our teachers are able to correct your work and provide the needed feedback. If a student turns in someone else's work, our teachers are unable to provide the needed support for the student to develop and grow. If a student turns in work that someone else has done or has copied the work off the Internet, this will be deemed plagiarized and the student will be placed on probation. If this continues, the student will be transferred to a more appropriate school. If you have any questions, please ask either your teachers or principal.

### **Academic Integrity - From the Teachers**

The years of adolescence are a time of identity formation. The young person is confronted with many challenges and has many decisions to make. Every path taken, every problem solved, shapes the person you are becoming. We teachers have the honor to be part of that process. We urge you not to take academic shortcuts with either correctors or answer keys. We also urge you not to take shortcuts with research. If an idea is not yours, honor the idea with a reference. Whatever is unreferenced, we will believe it to be yours. We want to see your ideas; we respect and value what you have to say. In all academic efforts, present your authentic self. In all your life, present your authentic self.

# Accountability

## Attendance

Attendance is based on hours of work completed. Students must turn in a minimum of 4 teacher designated assignment hours per school day for each two week cycle. Every 4 hours of work successfully accounted for by the teacher is equivalent to attending school for one day.

Of the hours completed, a minimum of five hours for each core course each week is required *and*, if the student is taking P.E. through Valley Oaks, a minimum of 5 hours must be from P.E. activities for each 2-week cycle.

## Competencies: High School Exit Exam

High school students throughout California, including Valley Oaks High School students, are required to pass the state-mandated High School Exit Exam.

## Production and Attendance

Assignment hours are based on percentage of class work done, not on “seat time.” **While 4 hours per school day is the legal minimum, 6 hours per school day is required to graduate from high school on schedule.** Many students do concurrent enrollment to supplement credits while doing only 20 hours each week of Valley Oaks courses.

High school students must earn the same credits required at the comprehensive schools.

# Admission to Valley Oaks School

## Procedures for Petaluma Residents

Admission to Valley Oaks School is strictly voluntary. Students wishing to attend Valley Oaks must be eligible to attend other classrooms in the school district. Petaluma residents must first contact the school of attendance.

At the elementary schools, the principal will complete a referral to Valley Oaks and send it to our office. When we receive the referral, we will call to arrange for a personal interview with the parent(s) and the student.

For junior high and high school students, the counselors at the school of attendance will meet with the student and, preferably, with the parents to discuss various alternatives. The counselor will then submit a referral to the District Transition Team, which will make a recommendation as to the most appropriate placement.

Students who are successful at VOS are motivated and often rely on parents for encouragement and support. Once the Transition Team has approved transfer, the student is called by VOS and an enrollment time is set. Space at VOS is limited and enrollment is contingent on space availability. Therefore, students are to remain enrolled and attending current school until enrollment at VOS takes place.

### **Procedures for Residents of Other School Districts**

We welcome students from other areas. We are allowed to serve anyone who lives in Sonoma County or an adjoining county. Call us for information. All out-of-town enrollments are subject to space availability.

Requirements are:

1. an interdistrict attendance agreement with your home school district
2. transfer of records
3. agreement between the family and school

## **Agreements**

### **Master Agreement**

Students and teachers fill out a master agreement delineating all possible coursework for the semester and setting forth the general school requirements. The master agreement indicates the number of credits possible for completing the work, describes the evaluation techniques to be used, and states the resources available for learning.

### **Course Contracts**

For each class, the student signs an contract made out by the teacher. This outlines the expected work for the class, resources to be used, method of evaluation, and expected due dates.

## **Attendance**

### **Expectations**

Students are expected to keep regular weekly appointments, arrive on time, and bring in assigned work and materials. Students must turn in a minimum of five hours of core coursework in each subject each week. Students enrolled in Valley Oaks P.E. must turn in a minimum of five hours of physical activity for each two-week cycle.

Please see *Accountability* above for more explanation.

## **Absence Procedures**

In case of an absence (or a personal vacation) the parents will notify the school and reschedule their appointment if needed/possible. If the student is to be gone for more than a week, parents will notify Valley Oaks well ahead of time with a written letter, teachers will assist students in planning to complete work for the missed days, and students in most cases will turn in the work before leaving. Speaking with the principal may be required.

Whether a student is able to reschedule his or her appointment or not, he/she is still responsible for turning in completed and corrected work for the week. Work is expected to be brought to Valley Oaks and put into the appropriate teachers' boxes on the day of the scheduled appointment but may be turned in within 24 hours of their appointment at the latest if the appointment was not able to be rescheduled.

## **School Hours**

Valley Oaks is open to students from 8:30 a.m. to 4:30 p.m. except during two meetings which are Mondays from 9:00 – 10:30, and Wednesdays from 2:30 – 4pm.

Monday through Friday from 12:30 to 1:30 p.m. teachers have a 30 minute collaboration time with a 30 minute lunch break. The school is open to students during this time but teachers may be unavailable.

## **Other required attendance times**

Students are required to work at school to complete assignments that cannot be done at home. Some books, resources, videos, DVDs, and CD ROMs cannot be checked out. They must be used at school. Courses require students to correct their bookwork using teacher's editions and corrector binders which remain at school. Students are also required to take their tests at school. Math and science courses have additional half-hour or hour-long time blocks each week for additional instruction. All of these activities are in addition to the two, regular weekly 30-minute appointments.

# **Books**

## **District Texts**

Textbooks are issued to Valley Oaks students when the coursework includes studying from a text. The texts used follow California State Standards for subject matter and are appropriate for the student's developmental learning level. All core-subject area textbooks are district approved.

## **Supplemental**

Supplemental texts are used to extend and enrich some courses.

## **Parent Interest**

Books and materials selected by parents may be used to extend and support the teacher’s instructional design. Such use (for credit) must be aligned with current assignments and instructional goals, and be arranged before the lesson begins.

## **Calendar**

### **School Calendar**

Valley Oaks operates on the “traditional” school calendar as adopted by the Petaluma School District. The calendar is published each spring and becomes effective for the fall term. Dates unique to Valley Oaks are published in the Valley Oaks Newsletter which is both mailed to families and posted on the school website, [www.ValleyOaksSchool.org](http://www.ValleyOaksSchool.org).

### **District**

Calendars for all schools are available at the District Office or at [www.PetalumaCitySchools.org](http://www.PetalumaCitySchools.org)

### **Site Council Calendar**

Valley Oaks School also uses a site council calendar to schedule many of its events. The Site Council calendar shows site council election dates, council meetings, staff development dates, and the dates of many council activities. All calendars are available in the school office upon request.

## **Campus**

### **Valley Oaks**

The Valley Oaks School campus is a series of offices and small meeting rooms. Our school campus is designed to accommodate individual meetings for instruction or to be a place where small groups compare their work. We are not designed as a daytime school “hangout” and we do not have faculty or other staff assigned to supervise students. Please come to school only on school business, and allow other students to do the same. Do not bring non-student friends to campus during school appointments.

### **Other Schools in the District**

Valley Oaks students are **not** allowed at other Petaluma School District schools unless they are on official business. Valley Oaks students may attend certain events at other schools with proper notice and prior permission.

## **Clubs**

High school and junior high school students are able to participate in the comprehensive school clubs in their attendance area. They must be students in “good standing” and abide by all rules and requirements. Students may be required to enroll in a class at the comprehensive school.

## **Communication**

### **Weekly**

Weekly communication regarding student progress is available during instructional appointments if parents would like to attend. Parents may also call or email teachers and ask for an update.

### **Semester Conferences**

Valley Oaks School is open to mid-year and year-end progress conferences for all students. These conferences are arranged upon parent or student request. Parents are welcome to attend all regularly scheduled student appointments throughout the year.

### **Documents**

Parents are encouraged to ask their child to show them their yellow copy of their completed course contracts. These serve as our school’s progress reports. Parents are also encouraged to ask their child to show them their copy of their Time Sheet which records the number of hours completed in each course each week. Parents are also encouraged to regularly check their child’s Graduation Status Report which students are often given a copy.

### **Newsletter**

The Valley Oaks Newsletter is published quarterly or once per semester. It is important that students and parents read the newsletter because it will contain information and dates that will be of importance to the students. Information may include such things as community events and meetings, school events, and due dates for college applications and scholarships. Newsletters are mailed home and are also posted on the school website.

### **Phoning Teachers**

Teachers are available for telephone conferences. Teachers may be busy but will strive to return telephone calls during the day they are received.

**Fax:** (707) 778-4898

### **Email**

Staff members have email addresses. You may request information on the use of this technology from your teacher or access it on our website, [www.ValleyOaksSchool.org](http://www.ValleyOaksSchool.org).

### **Website**

Valley Oaks's website address is [www.ValleyOaksSchool.org](http://www.ValleyOaksSchool.org).

## **Concurrent Enrollment**

### **Access to Comprehensive Schools from Valley Oaks**

Valley Oaks has reciprocal agreements with both Petaluma High School and Casa Grande High School which allow a student from Valley Oaks to attend one or two classes at either Petaluma High School or at Casa Grande High School if the student lives in that school's enrollment area. This is on a space-available basis while attending Valley Oaks as a full time student. Classes such as chemistry, physics, calculus, language, drafting, drama, film, photography, choir, and band are common choices.

Students wishing to take a class at one of the comprehensive high schools need to obtain approval from both Valley Oaks and the school offering the class. Arrangements must be verified with the comprehensive high school to insure a place in the class.

## **Counseling**

### **Academic**

Academic counseling is available to all students with the school counselor, Joe Zavala. Mr. Zavala holds College/Career Night meetings throughout the school year that are open to all. Individual appointments may be arranged by calling Joe Zavala, VOS counselor at 778-4794. Information from Mr. Zavala is also posted on the wall by the side door in building 1.

### **Social**

Referrals for social concerns can be made at all levels. Parents or students may contact a teacher, the principal, or the school counselor.

### **High School Seniors**

Academic and higher education counseling is available each fall and throughout the year at Valley Oaks. PSAT, SAT Reasoning & Subject Tests, and ACT dates are posted in building 1 on the wall by the side door. Valley Oaks' school counselor, Joe Zavala, will assist you with college entrance, scholarship information, and employment references.

## **Parent/Student Responsibility**

For success in independent study, the student and parent must share the responsibility of keeping abreast of credits pending, credits completed, credits still needed, graduation requirements, upcoming tests, college/career requirements, special awards, scholarships, etc. Dates and opportunities will be posted in the school newsletter, on bulletin boards and displays at Valley Oaks, and on our school website. Colleges also have lots of information online. Valley Oaks' school counselor can assist those wishing to obtain Internet addresses of colleges that students might want to contact.

It is also a very good idea to stay in touch with the comprehensive high schools. Students enrolled at Petaluma High School and Casa Grande High School receive periodic newsletters from the school that can provide important information for Valley Oaks students as well.

## **Courses Offered**

All Valley Oaks coursework, K-12, is described in binders located in the school office. You may have access to this information during office hours. The school website also has information.

## **Credits**

Students earn credits based on the number of teacher designated hours of work completed if that work was able to be evaluated with a test or similar evaluation tool. Students may excel in coursework and complete courses at an escalated rate. Credit is earned based on performance and partial credit is awarded. Only "passing" work is accepted for credit. Two hundred and twenty (220) credits (See Appendix A) are required for high school graduation.

College prep courses require 20 hours of work for a credit. General ed courses require 15 hours.

Students are given a grade-level classification at the start of the school year and that status stays with them until the end of the school year.

Under 40 credits completed = Freshman status; 40 credits completed = Sophomore status; 100 credits completed = Junior status; and 160 credits completed = Senior status.

## **Discipline**

Valley Oaks School is an alternative school. Students volunteer to be in our school and students have demonstrated a commitment to learning; we seldom have discipline concerns. Our procedures for student discipline in the area of attendance are outlined in this flowchart:

## **Valley Oaks School Positive & Negative Consequences Flowchart**

### **Expectations**

1. A minimum of four hours of work per school day per 2 week cycle; 5 hours minimum in each core course every week.
2. Attend set appointments.
3. Complete a minimum of 5 hours of P.E. for each 2-week cycle (if P.E. is still required for graduation & is taken through Valley Oaks).
4. Complete 20 credits by the end of the semester.

### **Positive & Negative Consequences**

1. *Letter of Concern* mailed to the student's home.
2. Second letter within 6 weeks = a *Probation Contract* (most cases) is set up and is noted on the *Letter of Concern* home; If a *Probation Contract* is created, then a parent/guardian may be required to attend the student's next appointment and/or the teachers will call home.  
A student on academic probation is watched more carefully than other students are. Students on probation must have the minimum required hours every week instead of by the end of each two week cycle.
3. 6 weeks on probation without a problem = taken off probation ☺☺☺
4. Third letter within 6 weeks of 2nd letter = School Counselor or Principal will contact parent/guardian.
5. Fourth letter within 6 weeks of 3rd letter = Principal/Parent conference & student may be transferred to a school at which they will be more successful.
6. At the beginning of the semester students who did not complete a minimum of 20 credits for the prior semester will be put on Probation.

Note:

An Appeal process is available through the Director of Alternative Education, and finally through the School Board.

If the issue includes illegal drugs or alcohol, a physical attack, or harassment of other students the discipline committee may be convened to take immediate disciplinary action. All disciplinary action is recorded and included in the student's cumulative file.

## **Diversity**

District programs and activities shall be free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, marital or parental status, and physical or mental disability. The District ensures equal opportunities for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, vocational education and other activities.

## **Electives**

Please visit our website [www.ValleyOaksSchool.org](http://www.ValleyOaksSchool.org) for our current list of Electives.

## **Evaluation of Work and Student Progress**

### **Written and Oral Feedback for Students**

Evaluation of student work and progress is the responsibility of a credentialed teacher. Student learning may be demonstrated to the teacher through written, oral, visual, and other traditional and non-traditional means. Once the teacher has evaluated the quality and quantity of student progress, whether on an individual assignment or larger unit, the teacher will provide written and/or oral feedback to the student. In many cases, this feedback will be immediate. Tests, projects, and long written assignments usually require more time to evaluate.

### **Progress Reports**

Parents are invited to attend their child's appointments at any time. Upon the completion of each course, the yellow copy of the course contract is given to students. This yellow copy serves as a progress report. It has all the pertinent information from the completed course. Parents are encouraged to study the student's Time Sheet and current Credit Report at any time. Students are given a copy of both of these documents and should always have them in their school binder. Parents are welcome to call or email teachers at any time. Parents may request a teacher-parent-administrator conference at any time. Finally, parents are welcome to make a school counselor appointment to discuss grade point average, academic progress, long-term academic goals, and plan future coursework.

### **High School Exit Exam**

Valley Oaks High School Students must pass the state-mandated High School Exit Exam, CAHSEE, before they can graduate. The examination will be offered several times each year, just as it is at the other high schools throughout the state. A CAHSEE math prep class is required for all students who have not taken or have not passed this CAHSEE.

### **SAT-9/STAR Testing**

Valley Oaks Elementary and High School students participate in the state-mandated testing programs. All students are expected to participate. Please check our website and current newsletter for information on upcoming state mandated testing. You will also be mailed information.

## **GED, GED Plus, and CHSPE Tests**

Valley Oaks School does not offer formal preparation or administration of these tests. Valley Oaks coursework is focused solely on courses which may be used for getting a high school diploma. Information is available about test content and test locations.

## **Goal Setting**

### **Enrollment Assessment/Master Agreement**

Independent Study is a learning strategy, which teaches and requires growth in goal setting. Some students set goals by measuring progress through chapters. Some count growth by completed credits. Each person defines his/her progress in many different ways, but the common theme is *clearly defined goal setting* and the self-discipline to do what it takes to reach the goal. The teacher will help you with realistic goal suggestions. It is up to the student to manage their life toward reaching the goal.

## **Graduation Requirements**

Valley Oaks has the same requirements for graduation as the other schools in the Petaluma City Schools District. See Appendix A.

## **Help!**

One of the main differences between Valley Oaks independent study and the traditional schools is the way in which students obtain help. In traditional schools, the teacher is available to the students daily in class. At Valley Oaks, students only meet with their teachers once weekly, so the student who needs help must make extra efforts.

To obtain help from a teacher the student should call the school phone number and request that the teacher call back. Our secretary will give the teacher a note, and the teacher will call as soon as possible, usually the same day or the next day.

Some questions can be answered over the telephone. In other cases, the student may need to come in for extra help. If the student needs to come in for extra time with the teacher, the student should talk with the teacher to make an appointment...one cannot assume that the teacher will be available if the student just comes in to Valley Oaks.

That being the case, it is important that the student contacts Valley Oaks as soon as he or she realizes that help is needed. If you have a Wednesday appointment, for example, it will be very difficult to provide much help if you don't call until Tuesday!

## Honor Code

### Memorandum of Understanding: Original Work Only

*(This appears as a page in the Application Packet given to students at the New Student Informational Meetings & is presented to returning students each August.)*

I _____ agree to the following:  
Student's Name

- All of my work that I turn into Valley Oaks will be my original work.
- I will cite sources for quotations, images and paraphrasing.
- When using teachers' answer documents, I agree to follow district rules regarding academic honesty.
- If I am unclear about this expectation, I agree to ask my teachers clarifying questions about citations and use of answer documents.
- I understand that a violation will result in a Parent Conference and possible loss of the privilege of attending Valley Oaks.

_____  
Student's Signature

_____  
Date

_____  
Parent/Guardian's Signature

_____  
Date

_____  
Teacher's Signature

_____  
Date

## Honor Roll

### Semester Honor Roll Criteria:

The student must have a 3.0 Academic Grade Point Average or higher for the semester.

There is a wide range of academic behavior that is acceptable. Only the best academic behavior qualifies for the level of “honor” as in “honor roll”. These questions serve as a basis for a discussion about the student’s commitment and intensity in regards to their coursework:

1. Has the student been attentive, interactive, or a good participant at appointments?
2. Has the student challenged themselves? Or has the student tried to “just get by”? For example, a highly capable student who has only taken Study Skills and Math Review for a semester is just trying to “get by” whereas another student with similar capabilities who has taken English, Algebra, P.E., and Drivers Ed for the semester has challenged themselves.
3. Has the student been prepared for appointments? Have their assignments always been thoroughly graded before appointments? Has the student always brought back checked-out materials promptly? Has the student always brought the necessary books, notebook, or papers? Has the student been prepared to ask specific questions on problem areas for them? Has the student been ready with oral reports on what they have studied for the week?
4. Has the student been relatively on time to appointments? How often has a student missed or had to reschedule an appointment? Does the student immediately call the school if they have scheduling issues or are ill? Does the student make arrangements far in advance when they will have to be out-of-town? Does the student make excessive excuses for chronic tardies or absences? Does the student indicate through their behavior that they value their appointment times? Does the student keep a day-planner or calendar to stay organized and aware of changes to the regular school week?
5. Has the student been a successful independent studies student—successfully following written and verbal instructions from teachers, staff, and administration? Does the student take notes when given instructions? Or call when they have questions? Or generally follow-through on academic plans made?
6. Has the student improved from prior semesters?
7. Has the student shown integrity in their work? –by educating themselves about and avoiding plagiarism? –by properly using Teacher’s editions, and correctors to correct their work?
8. Does the student show concern and care for school books, videos, DVDs, CDs, workbooks, or other returnable items? Do these items come back in good shape?
9. Does the student promptly complete the more difficult course assignments like tests, essays, and projects?—Or does the student avoid these tasks and initially accumulate multiple hours in their courses by doing only the assignments that are easier for them?

10. Has the student earned a substantial amount of credits for the semester and not just the minimum required? 30 credits is the optimal number of credits completed per semester.

## **Immunizations**

State law requires that all students' immunization records be on file in the school office. Students who do not have records or whose required immunizations are incomplete cannot be admitted to school.

## **Important Numbers**

Social Advocates for Youth	1 800 544-3299
Crisis Housing (COTS)	(707) 765-6530
Emergency Food	(707) 762-0330
Redwood Empire Conflict Resolution	(707) 525-8545
California Youth Crisis Line (Run-a-way)	1 800 843-5200
Drug Abuse Alternatives Center (24 hour)	(707) 544-3295
Parents, Families, & Friends of Lesbians & Gays	(707) 431-8364
Suicide Hotline	1 800 222-8220
Pregnancy Counseling Center (24 hour)	(707) 575-9000
Child Protective Services	1 800 870-7064
Narcotics Anonymous/Narateen	(707) 575-7837
Rape Crisis Hotline	(707) 545-7273
Petaluma People Services Center (counseling/housing)	765-8488

## **Internet Use Agreement**

### **Availability**

Valley Oaks is connected to the Internet. At any time, with teacher supervision, students may use the Internet on the student computers which are in the Student Room in building 1 and in building 2. Students must sign-in.

## **Procedures**

Secondary students (grades 7-12) may use the Internet for schoolwork after they and their parents have signed the *Student Use of the Internet* form, which is to be done during the registration process. We encourage all parents to discuss with their students appropriate use of the Internet, including integrity and safety issues.

## **Involuntary Transfers**

### **Into Valley Oaks:**

Students **cannot be involuntarily transferred into Valley Oaks School**. Valley Oaks students always have another classroom option in the District.

### **Out of Valley Oaks:**

Students may be transferred from Valley Oaks for a variety of reasons, including not completing enough work, discipline problems, attendance problems, and low academic ability or achievement.

If the transfer is made other than at the beginning of a semester, options are generally very limited because of the difficulties with entering courses mid-semester. San Antonio continuation high school is usually the only mid-semester option for high school students.

## **Junior College Concurrent Enrollment**

Valley Oaks is fortunate to have a positive working relationship with Santa Rosa Junior College. Valley Oaks students who qualify academically may register for classes as “concurrent enrollment” students at Santa Rosa Junior College. Visit website: [www.santarosa.edu](http://www.santarosa.edu) .

### **SRJC Concurrent Enrollment Forms Process**

Students who wish to take advantage of this SRJC opportunity should (1) conference with their teachers regarding appropriate classes and prerequisites, (2) obtain a “*High School Concurrent Enrollment*” form from the secretary or principal and complete it, (3) obtain the required signatures, and (4) present the form at Santa Rosa Junior College when registering for the class. Students may be required to meet with a junior college counselor and/or take certain placement tests depending on the course.

### **Credit for Junior College Coursework**

Credit for classes completed at the Junior College level may be applied to the student’s requirements for high school graduation. Whatever credits are awarded by the Junior College

will be multiplied by a factor of 3.3 to determine the equivalent high school credits. For example: If John earns 3 credits for Beginning Italian at Santa Rosa Junior College, his high school transcript will show 10 credits of language credit transferred from the Junior College. Be aware that Junior College classes are three times harder before you choose this option!

All students wanting to attend the Junior College must produce a minimum of 20 hours of passing work (2.0 GPA) at Valley Oaks. This is a prerequisite for signatures on the Santa Rosa Junior College “High School Enrichment Registration” form.

Students taking Junior College courses must continue to turn-in a minimum of 4 hours per school day of Valley Oaks course-work and continue to attend all of their Valley Oaks appointments.

When your grade in the course has been posted online by Santa Rosa Junior College, print out a copy and give it to the secretary at Valley Oaks.

## **Leaving Valley Oaks**

Independent Study is not a strategy which works for everyone! The staff at Valley Oaks together reviews each student’s performance at weekly staff meetings. During these reviews, staff looks for documentation that the student attended their appointments that week and that the student completed the minimum number of schoolwork hours – 4 hours per school day.

It is our policy to issue a Letter of Concern about inadequate student attendance and/or work production. If poor performance persists, the counselor or principal may contact you. (See *Discipline*). Continuing attendance or work-production problems will result in a student transfer.

Because Valley Oaks High School students typically work on 2 courses at a time, after a few weeks into the semester, transfer to the comprehensive high schools is very difficult. After the second week in the semester, the only schools to which a student transfers from Valley Oaks might be either San Antonio Continuation High School or one of the small-and-necessary high schools (Carpe Diem or Sonoma Mountain).

Students who voluntarily want to transfer from Valley Oaks back to a comprehensive school should contact the school secretary immediately so that the principal can be alerted. These students need to also talk with their teachers as soon as possible so that every effort can be made to complete courses in increments of 5 credits so that they do not need to be repeated. Any student who is asked to transfer out of Valley Oaks by the principal may appeal the decision to the Director of Alternative Education. These procedures are outlined specifically in the policies governing Petaluma schools.

Specific procedures for exiting Valley Oaks as a result of non-performance are outlined in our master agreement.

The names of students dropped from Valley Oaks will be reported routinely to the District Attendance Office. You must be enrolled in school until you are 18 years of age.

## Library

Valley Oaks School offers access to a variety of written, audio, video, and computer related resources. In keeping with Valley Oaks' stated goal, to meet the "individual" academic needs of all students, our staff uses the resources of Valley Oaks, Sonoma County Office of Education (SCOE), public libraries, and private collections.

We provide California State approved, Petaluma School Board adopted textbooks in all subject areas and at all grade levels. To supplement and enrich the curriculum of the individual student, Valley Oaks maintains a growing library of books, magazines, audio, video, and CD ROM resources, appropriate for grades K-12.

The Sonoma Co. Office of Education provides access to books (grades K-6) and videos (K-12).

Many students supplement their learning through the use of the public library system. Valley Oaks students must have a library card.

Students are invited to use family resources; in this spirit, books are often suggested, loaned, borrowed, and enjoyed by staff, students, and families. Books that are not on the subject matter approved list must be discussed with the teacher before being part of a "for credit" assignment.

## Mission Statement

### **Vision:**

*Valley Oaks School offers the community of Petaluma an alternative approach to essential learning. This school provides students a rich and supportive environment and encourages a love of learning through independent study.*

*Working within a program that accommodates a variety of learning styles and a diverse learning community, students at Valley Oaks School meet or exceed grade-level requirements. Valley Oaks students are recognized as unique individuals with diverse skills, resources, interests, cultural backgrounds, and needs; therefore, their instruction is individualized to meet their needs. At Valley Oaks School, students, parents, teachers, and staff value diverse and alternative modes of thinking and expression, and work together to foster a community of life-long learning.*

# National Honor Society & National Junior Honor Society

## Handbooks

NHS & NJSH Handbooks are available at Valley Oaks School. Please contact Mrs. Parker. Alternately, go directly to the National Honor Society/National Junior Honor Society website, [www.nhs.us](http://www.nhs.us) or [www.njhs.us](http://www.njhs.us).

## Steps to Membership:

- 1st : Have attended V.O.S. for at least one semester.
- 2nd : Be in 10th, 11th, or 12th grade for the NHS or be in 7th, 8th, or 9th grade for the NJHS.
- 3rd : Make Honor Roll (see *Honor Roll*).
- 4th : Have an average G.P.A. of 3.0 or above for all high school or junior high semesters.

*****

- 5th : Receive an *Invitation Letter* from the Principal, Advisor, & Faculty Council.  
These letters are delivered at the start of each semester with an Honor Roll Certificate.
- 6th : Register with Mrs. Parker as a candidate right away. You will become a member of the Student Council. Plan what your Individual Service Project will be (5 hours minimum each semester) and commit to doing the Group Service Project (5 hours minimum each semester). Mrs. Parker will help you if necessary, to find a great Individual Service Project and will explain what the Group Service Project is.
- 7th : Receive the *Selection Letter* approximately one month prior to your Induction Ceremony. The majority of your hours of community service must be done by this point.
- 8th : Attend & participate in your *Induction Ceremony*. Here you change from a candidate to an official NHS or NJHS member. The remainder of the required minimum service hours will be due. The ceremonies are 2 to 3 weeks before the end of each semester every December and May. The ceremony logistics change frequently but information for your ceremony will be given to you in a timely manner.
- 9th : Strive to fulfill the Membership Obligations:
  - 1. Do not receive a Letter of Concern;
  - 2. Maintain a 3.0 GPA or higher;
  - 3. Every semester, do community service hours:  
5 hours (minimum) of GSP & 5 hours (minimum) of ISP.
  - 4. Continue to be selected each semester for Honor Roll; and
  - 5. Make efforts after graduation to continue to develop and foster in your life the Honor Society's banner qualities of scholarship, service, leadership, and citizenship.

**Administration of the Valley Oaks School Chapters of the NHS & NJHS**

- A. Principal, Mr. Putney – has the right to approve all activities and decisions of the chapter.
- B. Chapter Advisor, Mrs. Parker – documents & manages the chapter.
- C. Faculty Council – votes on student selections and dismissals; develops and reviews the procedures for selection & dismissal from the chapter.

THE FIVE VOTING FACULTY MEMBERS (the Faculty Council):

- 1. Ms. Abelli-Amen
- 2. Ms. Brosius
- 3. Ms. Halsey
- 4. Ms. Nason
- 5. Mr. Metzger

*****

The following is quoted from the *Constitution of the National Honor Society (revised 1997)*, published by the National Association of Secondary School Principals (NASSP):

ARTICLE VIII          Membership

Section 4. Candidates become members when inducted at a special ceremony.

ARTICLE XIV          Activities

Section 1. Each chapter shall determine one or more service projects for each year.

Section 2. All members shall regularly participate in these projects.

Section 3. These projects shall have the following characteristics: fulfill a need within the school or community; have the support of the administration and the faculty; be appropriate & educationally defensible; & be well planned, organized, & executed.

Section 4. Each member shall have the responsibility for choosing and participating in a service project that reflects his or her particular talents and interests. This is in addition to the chapter projects to which all members contribute.

Section 5. Each chapter shall publicize its projects in a positive manner.

*****

The following is quoted from p. 47 of the National Honor Society Handbook published by the NASSP:

PROJECTS

A well-thought-out, organized approach to projects is a key to chapter success and to maintenance of the standards of N.H.S. The National Constitution mandates that each chapter conduct a group service project each year (Article XIV). In addition, the National Council

suggests that chapters choose one or more additional major group service projects for the school year. Each member is expected to contribute to those projects...

#### Individual Service Projects (ISP)

Individual members also have the responsibility to choose an individual service project in an area of involvement in line with their particular talents and interests. This approach emphasizes the need for cooperative effort in service to the community while providing an opportunity for individuals to discover and develop their unique contributions.

## **Quality of Student Work**

### **Evidence and Proofs**

For a student to receive a grade in an assignment, the teacher must have evidence that the work was completed and that the student understands the material. In the majority of courses, tests are required. Projects, experiments, written and oral reports and portfolios also serve as proof of student achievement. At other times, teacher-student discussions allow the teacher to evaluate the quality of the student's knowledge.

Until the teacher has an opportunity to evaluate the learning, no grade can be assigned to the work. If the teacher determines that the student has not yet mastered the material, the student will be given more time to gain understanding, take a similar test, rewrite the essay, or continue work on a project as needed.

### **Unacceptable Work**

Students are expected to type or write neatly in ink all work that is in essay format. Spelling and grammar should be correct. Research papers must be in the student's own words unless quotations include citations or footnotes when another person's work is used.

Despite the above cautions, students should take advantage of any expertise available. Valley Oaks believes that students learn from many sources and students who ask a parent to review the work for errors etc. are not cheating as long as the student understands the errors and makes the appropriate corrections. (Naturally, one does not get help on a take-home test. That would be cheating!) The ultimate goal is "learning."

## **Rights of Parents and Students**

### **Federal, State and Local**

The school office has copies of all student/family rights available. They are available by request.

### **Due Process**

Valley Oaks students and parents have certain due process rights. They are outlined in school, district, and state documents and are available for review.

## **Responsibilities Agreement**

*(This appears as a page in the New Student Packet given to students at their intake appointment.)*

We have read the Valley Oaks School Student Handbook. Any questions that we may have are noted below.

We understand that success in independent study will require ongoing parental involvement. Parents can be involved in many ways, including:

- Attending appointments...especially the first one or two when a new course is started
- Providing an environment that is supportive of learning, including showing your interest
- Providing an appropriate work area...with supplies and free of distractions
- Helping students with assignments...but not doing them for the student!
- Helping students develop good time management skills....
  - After the student has the weekly appointment, go over the assignments
  - Help the student set up a schedule for completing all assignments
  - Hold the student accountable for keeping to the schedule...check, daily, that the work is done well and on time. (Students should complete 6 hours of work every day!)
- Helping students with transportation problems
- Seeing to it that students have a healthy diet and get enough rest
- Alerting Valley Oaks staff of any concerns
- Meeting with Valley Oaks staff at the start and finish of each semester and reviewing the student's progress
- Being aware of credits remaining for graduation by regularly studying their child's updated Credit Graduation Status Report.

Questions/comments:

Signatures: We have read the Valley Oaks Student Handbook and have noted any concerns or questions above. Furthermore, we agree to support our student and the Valley Oaks staff.

Signed:

Parent/Guardian: _____ date: _____

Student: _____ date: _____

## **School Hours**

*See Attendance*

## **Sexual Harassment Policy**

See Appendix B

## **Sports**

### **Physical Education Credit**

Physical education credit may be offered for sports participation outside of the school system. The student's coach serves as the P.E. mentor.

### **"Intra" School Participation**

High school and junior high school students are able to compete on the comprehensive school teams in their attendance area. They must be students in "good standing" and abide by all athletic department requirements. Students may be required to enroll in a class at the comprehensive school. Copies of the sports criteria are available in our school office.

## **Standards**

### **Academic**

Students are expected to hand in work that is completed and performed to the best of their ability. Unsatisfactory or incomplete work will be redone. Assignments may be adjusted in

view of student's ability. Classes are available at both college prep and general levels, and the school is UC accredited for college prep classes.

Students are required to turn in at least 5 hours of work for each of their core courses and, if taking Valley Oaks P.E., a minimum of 5 hours of activity needs to be turned in for each two week cycle. Students must turn in a total minimum of 4 hours per school day per two week cycle. This is usually 40 hours per two week cycle. Students must attend their appointments.

Valley Oaks courses have been aligned with District and State standards. All textbooks are state standards aligned and district approved.

### **Behavioral**

Students are expected to exhibit appropriate behavior at all times. Inappropriate behavior may result in removal from Valley Oaks even if it doesn't occur on campus. All school district-wide rules apply to Valley Oaks students. Cell phone calls need to be taken and made outside of the school buildings. Clothing with sexually explicit graphics or with drugs or alcohol depicted is inappropriate to wear at Valley Oaks. Students are not to wear their sunglasses at appointments.

## **Technology: Availability and Use**

Valley Oaks High School has been awarded a Digital High School Grant by the State of California. Valley Oaks students are expected to develop computer literacy skills and to use technology in their class work.

### **Computers and Word Processors**

Computers are available to use for school assignments as is a scanner. Internet use is available on the student computers in both buildings, but a permission slip needs to be on file.

### **Telephones**

Telephone use is limited to necessary (short) calls - calling for a ride home, returning a message.

## **Transferring to Other Schools**

See "Leaving Valley Oaks"

## **Visiting Other Schools**

When a student enrolls at Valley Oaks School, they are no longer students at other schools, unless they are taking a course concurrently by special arrangement with Valley Oaks and the other school. Therefore, Valley Oaks students should not be on the campus of other District schools. If a Valley Oaks student has business at another District school, such as a meeting with a counselor, they should sign in at the office and should only be on the campus for the time that it takes to complete their business.

## **Waiting List Procedures**

It is the goal of Valley Oaks School to serve as many appropriate students as possible. When our student load is maximized, we establish waiting lists.

Secondary students (grades 7-12) are admitted via the Transition Team process as soon as space becomes available. Criteria include proximity to graduation and appropriateness of the potential placement. Secondary school students must be truly independent learners and show clear evidence that learning is their priority.

## **Work Experience**

### **Definitions for School Credit**

One hundred hours of paid or volunteer work with completion of a 2-hour work-related writing assignment equals 5 credits. Students **must have a work permit** for paid jobs (unless family business). Work credit and permits are issued based upon the understanding that student will maintain acceptable academic credits, grades, and attendance. Hours of work may be limited. Students may not earn more work related credits than academic credits.

## **Work Permits**

Students who are under 18 years of age are required to obtain a work permit in order to have jobs. To obtain a work permit, a student must be working satisfactorily at Valley Oaks. We reserve the right to refuse a work permit or to limit the hours that a student may work.

High school students may earn elective credit in the *Outside Work Experience (O.W.E.)* or *Inside Work Experience (I.W.E.)* courses. Students should discuss this with their teacher/s.

### **School/Employer Connection with Paid Jobs**

A “*Request for Work Permit and Statement of Intent to Employ Minor*” form must be completed. Sections must be completed by the student, employer, and the parent’s signature is required before a “*Permit to Employ and Work*” (work permit) form is issued and signed by school

authority. If the student is not completing weekly school assignments, attending appointments, and/or not handing in the minimum of 4 hours of completed schoolwork per school day, Valley Oaks will cancel the student's work permit with his/her employer.

To obtain a work permit, the student needs to complete a District-sponsored class at the local Teen Center. This class deals with student and employer rights.

Students who are new to Valley Oaks need to complete their initial work packet before they will be issued a work permit. Also, the student needs to renew the work permit each semester.

## Appendix A

### **GRADUATION & COLLEGE ADMISSION REQUIREMENTS**

#### **1. Petaluma City Schools' High School Graduation Requirements**

##### Social Studies

World History	10 credits
US History	10 credits
American Government	5 credits
Economics	5 credits

English 40 credits

Mathematics 20 credits

Additional Math or Additional Science or Math/Science Related course 10 credits

##### Science

Biological Science 10 credits

Physical Science 10 credits

Physical Education 20 credits

Fine Arts or Foreign Language 10 credits

Human Interaction 5 credits

Elective 65 credits

#### **Minimum credits needed to graduate = 220**

Must pass High School Exit Exam

Must complete Algebra I

**2. California State University (CSU) Minimum Entrance Requirements - Must earn grades of "C" or above in required courses**

Social Science	2 years
World History	1 year
US History	1 year -or-
* US History 1 semester; + 1 semester American Government*	
English	4 years college prep
Mathematics	3 years including Algebra I, Geometry, Algebra II
Science with Lab	2 years
	1 Biological
	1 Physical
Visual and Performing Arts	1 year from a single course
Foreign Language	2 years same language
Elective	1 year college prep

In general, CSU admits the top 1/3 of California High School students

**College Entrance Exams**

SAT 1 or ACT  
(Recommended to be taken in Spring of Junior year)

**3. University of California (UC) Minimum Entrance Requirements - Must earn grades of "C" or above in required courses**

Social Science	2 years
World History	1 year
US History	1 year -or-
* US History 1 semester; + 1 semester American Government*	
English	4 years college prep
Mathematics	3 years including Algebra I, Geometry, Algebra II; 4 years recommended

Science with Lab	2 years from the following 3: Biology Chemistry or Physics; 3 years recommended
Visual and Performing Arts	1 year from a single course
Foreign Language	2 years same language; 3 years recommended
Elective	1 year college prep

In general, UC admits the top 12% of California High School students

### **College Entrance Exams**

SAT I or ACT and SAT II (in any two different subject areas)  
(Recommended to be taken in Spring of Junior year)

## Appendix B

### **B.P. 5145.4 Petaluma Student Sexual Harassment Policy**

#### **Purpose of Policy**

It is the policy of the Governing Board of the Petaluma (City) Elementary and Joint Union High School District to provide an educational environment free of sexual harassment. To accomplish this purpose, the policy is designed to secure, at the earliest level possible, an appropriate resolution to an allegation of sexual harassment.

This policy is intended to supplement, and not replace, any applicable state or federal laws and regulations. Complaints under these laws and regulations shall be processed through the procedures established by the appropriate state and/or federal agencies.

It is the position of this Board that sexual harassment is unlawful and will not be. It is a violation of this policy for any employee, agent, student, or parent with which the District has a cooperative agreement, to engage in sexual harassment.

#### **Definition of Sexual Harassment**

As defined by Education Code Section 212.5, "Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under the following conditions:

- (a) Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions effective the individual.
- (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment.
- (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution."

Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Examples of conduct which may constitute sexual harassment include, but are not limited to:

- (1) Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects or pictures, or cartoons.
- (2) Among peers, continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction, among peers, is not considered sexual harassment.)
- (3) Within the educational environment, implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied as a condition of receiving sexual favors.
- (4) Within the educational environment, engaging in sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- (5) Offering favors or education or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shift, recommendations, reclassifications, etc., in exchange for sexual favors.

Any expression of sexual interest between adults and students, regardless of reciprocity, is considered inappropriate and shall be subject to discipline under Board Policy 4113.2 and Educational Code section 44932.

### **Reporting Procedure**

Any student who believes he or she has been sexually harassed by an employee, agent or student of the District, should promptly report the facts of the incident(s) and the name of the individual involved to an adult staff member with whom they feel comfortable, and that person shall report the incident to the school site Title IX Officer, or, if the Title IX Officer is the alleged harasser, to the school principal. A written report of the alleged incident will be filed by the site Title IX Officer and/or school principal. A copy of the report, along with a copy of this policy, shall be mailed to the parent. A copy of the report shall be forwarded to the Deputy Superintendent of Administration and Human Services, and Superintendent. All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Title IX Officer and/or a school principal. Failure to do so is a violation of this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

Failure of staff to report student allegations of sexual harassment within three (3) school days is violation of this policy.

### **Filing Complaints with State and Federal Agencies**

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

The State Fair Employment and Housing Commission  
30 Van Ness Avenue, San Francisco, CA 94102 (415) 557-2005

U.S. Office for Civil Rights  
50 United Nations Plaza, Room 239, San Francisco, CA 94102 (415) 556-7000

### **Confidentiality**

An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation, and shall be informed that it will *be* a violation of this policy to disclose the allegation or the nature of the investigation to others and shall *be* subject to disciplinary action as defined in this policy.

### **Retaliation is Prohibited**

The initiation of an allegation of sexual harassment will not cause any reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the District, his or her employment, compensation or work assignments, or, in the case of students, grades, class section or other matters pertaining to his or her status as a student of any District programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action as defined in this policy.

### **Time Limits**

Allegations of sexual harassment shall be reported as soon as reasonably possible after the conduct in question has taken place.

### **Investigation Guidelines**

All investigations of allegations of sexual harassment shall be handled promptly, in a serious, sensitive, and confidential manner.

- (1) The site Title IX Officer shall, as soon as reasonably possible after the incident has been reported, inform the student, employee, or other person accused of sexual harassment of the allegation, and they will be given an opportunity to respond.
- (2) All parties, specifically including complainants, and witnesses, will be promptly and fully informed of their rights pursuant to this policy, including the fact that complainant and witnesses will not be retaliated against and the confidential nature of the allegation and investigation.

- (3) A written report of the investigation findings shall be filed by the site Title IX officer and/or the site Principal, with the Deputy Superintendent of Administration and Human Services, D. Kim Jamieson, 778-4608, and the Superintendent, within ten (10) school days of the date the student filed the incident report. A copy of the findings shall be mailed to the student who reported the harassment, their parent(s), and the person accused.

### **Disciplinary Action**

When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Deputy Superintendent for Administration and Human Services and/or the Superintendent will be consulted to determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the District.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies, laws, and/or collective bargaining agreements.

Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law.

Agents of the District who violate this policy may be subject to penalties and sanctions as may be available to the District, including termination of business relationships and contracts.

### **Appeal Procedures**

An individual may appeal the findings of an investigation to the Governing Board of the District. Appeals should be made within a reasonable time from the date of a finding.

### **Training and Curriculum**

To implement this policy, Petaluma School District(s) will provide appropriate training programs for staff and students. To promote awareness of sexual harassment and to focus upon prevention, a curriculum will be developed in elementary and secondary schools.

### **Notification**

There will be adequate notification of the policy to include permanent posters in public areas, offices, and hallways. The policy will be published in site handbooks and the District Summer Mailing.

### **Administrative Regulations**

The Superintendent shall adopt, and from time to time may revise, further procedures as may be necessary to implement this policy and provide for a means of enforcing this policy. Such further procedures may include the following: posting and other means of distributing the policy; a process under which complaints will be handled, an explanation of possible civil proceedings and potential legal consequences of sexual harassment. The Superintendent will initiate training and education programs to enable all persons, and in particular, supervisors, to better understand the problem of sexual harassment. In addition, the Superintendent shall designate appropriate employees to enforce or administer this policy within the District and shall provide for appropriate training for site Title IX Officers and Principals on an annual basis.

### **Special Assistance**

It is expected that questions may arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be followed in the investigation of complaints, and the

appropriateness of specific solutions in dispositions of complaints. For assistance in these matters, an aggrieved person may contact the Deputy Superintendent for Administration and Human Services.

**Current legal references having sexual harassment in education:**

Title VII of the Civil Rights Act – 42 USC Section 2000-e-2(a)(1)  
California Fair Employment & Housing Act – Government Code Section 12940  
Title IX of the Education Amendments of 1972 20 USC Section 1681 et. seq.  
California Education Code, Section 200 et. seq.

## Appendix C

### Students

#### **B.P. 5145.3^a GENDER EQUITY**

District programs and activities shall be free from discrimination with respect to *sex*, race, color, religion, national origin, ethnic group, marital or parental status, and physical or mental disability.

The Governing Board shall ensure equal opportunities for all students in admission and access *to* academic courses, guidance *and* counseling programs, athletic programs, testing procedures, vocational education and other activities.

School staff and volunteers must be especially careful to *guard* against unconscious sex discrimination and stereotyping in instruction, guidance and supervision.

In order to encourage the individual development *and* self-esteem of each student, regardless of gender, all instructional materials, presentations, and opportunities shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both *sexes* in full range of human potential. Descriptions, depictions, inferences, labels or retorts which tend to demean, stereotype, or be patronizing toward females *or* males must not occur; *nor* shall additional recognition or opportunity be given to one student over another based solely on gender.

The Superintendent shall prepare and implement a staff development plan for certificated and classified staff that provides awareness about and strategies *for* providing an atmosphere in classrooms *and* schools that meets intent of gender equity as described in this policy.

Policy adopted: 2/8/94

## Appendix D

## **BP 1312.2 UNIFORM COMPLAINT PROCEDURES**

The Board recognizes that the district has primary responsibility for insuring that it complies with state and federal laws and regulations governing the educational programs. The district shall investigate and seek to resolve complaints at the local level in accordance with applicable laws and administrative regulations related to this policy. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination or failure to comply with state or federal law in the following programs to the extent that such programs are offered by the district:

Adult Education: General and Basic

Child Development

Alternative Payment

Campus

County Welfare

Exceptional Needs

General

Family Child Care Homes

Migrant

Protective Services

Resource and Referral

School-Age (Latchkey)

School-Age Parent

Severely Handicapped

State Preschool

National School Lunch Program; Child Care Food Program; Adult Care Food Program; and Summer Food Program

Consolidated Categorical Aid

California Professional Development

Economic Impact Aid-State Compensatory Education

Economic Impact Aid- State Program for Students of Limited English proficiency

Improving America's Schools Act, Titles I, II, IV & VI

Miller-Unruh Special Reading

School-Based Coordinated

School Improvement

Tenth-Grade Counseling

Migrant Education

Special Education

Vocational Education

The board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of alleged discrimination or for participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

In processing complaints the Board acknowledges and respects student and employee right of privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

This policy and related Administrative Regulations are intended to comply with Title 5 of the California Code of Regulations, sections 4600-4671, and are not intended to extend beyond such requirements.

Legal References:

EC 200-262.3. Prohibition of discrimination.  
EC 35146. Closed Sessions.  
EC 35160.5. Requirement of School District Policies: Parental Complaints re: Employees.  
EC 48985. Notices in Language Other than English.  
EC 49060-49079. Student records.  
EC 60650. Personal beliefs.  
SCCR 3080, Application of Section 4600-4671.  
SCCR 4600-4671. Uniform Complaint Procedures.  
GC 54957-54957.8, Closed Sessions.  
Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c et. seq.  
Title IX, Education Amendments of 1972, 20 U.S.C.A. Section 1231g, 1681 et. seq.  
Section 504, Rehabilitation Act of 1973, 29 U.S.C.A. Section 721, 761  
Education Consolidation and Improvement Act of 1981, 20 U.S.C.A. Section 3801 et. seq.  
General Education Provisions Act, 20 U.S.C.A. 1221 et. seq., especially:  
Family Education and Privacy Rights Act of 1974, 20 U.S.C.A. Section 1221, 1232g.  
34 Code of Federal Regulations, Section 100.7(c)

Adopted: 11/24/92

Amended: 5/12/98

## Appendix E

### **SCHOOL CALENDAR**

**PETALUMA CITY SCHOOLS CALENDAR for 2008/2009 – REGULAR CALENDAR**

Month	M	T	W	Th	F	Workdays/Holidays	Days of Instruction	Certificated Employees Workdays
July 2008		1	2	3	4	July 4 Independence Day Holiday	0	0
	7	8	9	10	11			
	14	15	16	17	18			
	21	22	23	24	25			
	28	29	30	31				
August					1	Aug. 15 New Teacher Orientation 18 Staff Development (S) 18 Teacher Workday (E) 19 Teacher Workday (E & S) <b>20 First Day of School</b>	8	10
	4	5	6	7	8			
	11	12	13	14	15			
	18	19	20	21	22			
	25	26	27	28	29			
September	1	2	3	4	5	Sept. 1 Labor Day Holiday	21	21
	8	9	10	11	12			
	15	16	17	18	19			
	22	23	24	25	26			
	29	30						
October			1	2	3	Oct. 20 Staff Development (E & S)	22	23
	6	7	8	9	10			
	13	14	15	16	17			
	20	21	22	23	24			
	27	28	29	30	31			
November	3	4	5	6	7	Nov. 11 Veterans' Day Holiday 26 Admission Day Holiday 27 Thanksgiving Day Holiday 28 Local Holiday	16	16
	10	11	12	13	14			
	17	18	19	20	21			
	24	25	26	27	28			
December	1	2	3	4	5	Dec. 19 End of 1 st Semester 22-31 Winter Break 24 Christmas Eve Holiday 25 Christmas Day Holiday 31 New Year's Eve Holiday	15	15
	8	9	10	11	12			
	15	16	17	18	19			
	22	23	24	25	26			
	29	30	31					
January 2009				1	2	Jan. 1 New Year's Day Holiday 1-5 Winter Break, continued 5 Teacher Workday (S) 5 Non-Workday (E) 19 Martin Luther King Jr. Holiday 29 Staff Development (E & S) 30 Staff Development (E) 30 Non-Workday (S)	16	18
	5	6	7	8	9			
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30			
February	2	3	4	5	6	Feb. 9 Lincoln's Holiday 16 Washington's Holiday	18	18
	9	10	11	12	13			
	16	17	18	19	20			
	23	24	25	26	27			
March	2	3	4	5	6		22	22
	9	10	11	12	13			
	16	17	18	19	20			
	23	24	25	26	27			
	30	31						
April			1	2	3	April 13-17 Spring Break	17	17
	6	7	8	9	10			
	13	14	15	16	17			
	20	21	22	23	24			
	27	28	29	30				
May					1	May 25 Memorial Day Holiday	20	20
	4	5	6	7	8			
	11	12	13	14	15			
	18	19	20	21	22			
	25	26	27	28	29			
June	1	2	3	4	5	June 5 <b>Last Day of School</b> Early Release End of 2 nd Semester	5	5
	8	9	10	11	12			
	15	16	17	18	19			
	22	23	24	25	26			
	29	30						
CAL 2008-09	January 16, 2008					TOTALS	180	185

Starting date for teachers

August 18, 2008

**Starting date for  
classified employees  
who work on a school  
year calendar**

August 20, 2008

Starting date for students

August 20, 2008

**Holidays**

July 4, 2008  
September 1, 2008  
November 11, 2008  
November 26, 2008  
November 27, 2008  
November 28, 2008  
December 24, 2008  
December 25, 2008  
December 31, 2008  
January 1, 2009  
January 19, 2009  
February 9, 2009  
February 16, 2009  
May 25, 2009

**Winter Break**

December 22, 2008 – January 5, 2009

**Spring Break**

April 13 – 17, 2009

**Teachers' Workdays**

August 18, 2008: Elementary  
August 19, 2008: Elem. & Secondary  
January 5, 2009: Secondary

**Staff Development Days**

August 18, 2008: Secondary  
October 20, 2008: Elem & Secondary  
January 29, 2009: Elem. & Secondary  
January 30, 2009: Elementary

**Semesters**

End of 1st semester: 12/19/08 (82 days)  
End of 2nd semester: 6/5/09 (98 days)

**PETALUMA CITY SCHOOLS CALENDAR for 2009/2010 – REGULAR CALENDAR**

Month	M	T	W	Th	F	Workdays/Holidays	Days of Instruction	Certificated Employees Workdays
July 2009			1	2	3			
	6	7	8	9	10			
	13	14	15	16	17	July 3 Independence Day Holiday	0	0
	20	21	22	23	24			
August	27	28	29	30	31			
	3	4	5	6	7			
	10	11	12	13	14	Aug. 14 New Teacher Orientation		
	17	18	19	20	21	17 Staff Development (S)	9	11
	24	25	26	27	28	17 Teacher Workday (E)		
31					18 Teacher Workday (E & S) 19 First Day of School			
September		1	2	3	4			
	7	8	9	10	11			
	14	15	16	17	18	Sept. 7 Labor Day Holiday	21	21
	21	22	23	24	25			
October	28	29	30					
				1	2			
	5	6	7	8	9			
	12	13	14	15	16	Oct. 19 Staff Development (E & S)	21	22
November	19	20	21	22	23			
	26	27	28	29	30			
	2	3	4	5	6			
	9	10	11	12	13	Nov. 11 Veterans' Day Holiday	17	17
	16	17	18	19	20	25 Admission Day Holiday		
December	23	24	25	26	27	26 Thanksgiving Day Holiday		
	30					27 Local Holiday		
		1	2	3	4			
	7	8	9	10	11	Dec. 18 End of 1 st Semester		
January 2010	14	15	16	17	18	21-31 Winter Break	14	14
	21	22	23	24	25	24 Christmas Eve Holiday		
	28	29	30	31		25 Christmas Day Holiday		
					1	31 New Year's Eve Holiday		
February	4	5	6	7	8	Jan. 1 New Year's Day Holiday		
	11	12	13	14	15	1-4 Winter Break, continued	16	18
	18	19	20	21	22	4 Teacher Workday (S)		
	25	26	27	28	29	4 Non-Workday (E)		
March	1	2	3	4	5	18 Martin Luther King Jr. Holiday		
	8	9	10	11	12	28 Staff Development (E & S)		
	15	16	17	18	19	29 Staff Development (E)		
April	22	23	24	25	26	29 Non-Workday (S)		
				1	2			
	5	6	7	8	9			
	12	13	14	15	16	April 5-9 Spring Break	17	17
May	19	20	21	22	23			
	26	27	28	29	30			
	3	4	5	6	7			
	10	11	12	13	14			
	17	18	19	20	21	May 31 Memorial Day Holiday	20	20
June	24	25	26	27	28			
	31							
		1	2	3	4			
	7	8	9	10	11	June 4 Last Day of School	4	4
CAL 2009-10	14	15	16	17	18	Early Release		
	21	22	23	24	25	End of 2 nd Semester		
	28	29	30					
	December 5, 2007						TOTALS	180

Starting date for teachers

August 17, 2009

**Starting date for  
classified employees  
who work on a school  
year calendar**

August 19, 2009

Starting date for students

August 19, 2009

**Holidays**

July 3, 2009  
September 7, 2009  
November 11, 2009  
November 25, 2009  
November 26, 2009  
November 27, 2009  
December 24, 2009  
December 25, 2009  
December 31, 2009  
January 1, 2010  
January 18, 2010  
February 8, 2010  
February 15, 2010  
May 31, 2010

**Winter Break**

December 21, 2009 – January 4, 2010

**Spring Break**

April 5 – 9, 2010

**Teachers' Workdays**

August 17, 2009: Elementary  
August 18, 2009: Elem. & Secondary  
January 4, 2010: Secondary

**Staff Development Days**

August 17, 2009: Secondary  
October 19, 2009: Elem & Secondary  
January 28, 2010: Elem. & Secondary  
January 29, 2010: Elementary

**Semesters**

End of 1st semester: 12/18/09 (82 days)  
End of 2nd semester: 6/4/10 (98 days)